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## Survival guide for preschool teachers in all disciplined areas

Cheryl Rita Marie Vito

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SURVIVAL GUIDE FOR  
PRESCHOOL TEACHERS IN  
ALL DISCIPLINED AREAS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education: Special Education

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by  
Cheryl Rita Marie Vito  
June 1994

SURVIVAL GUIDE FOR  
PRESCHOOL TEACHERS IN  
ALL DISCIPLINED AREAS

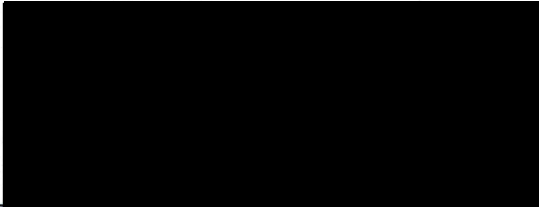
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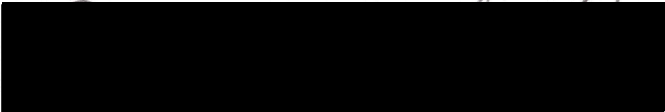
by  
Cheryl Rita Marie Vito  
June 1994

Approved by:



Dr. Jeff McNair, First Reader

6-13-94  
Date



Dr. Richard Ashcroft, Second Reader

## PREFACE

When I began teaching Preschool Special Education, there were few Preschool Guides to follow. After teaching preschoolers with special needs for many years, I collected and developed many ideas to be helpful for a first year preschool teacher.

I have combined all the information and developed a Preschool Survival Guide. The guide is a booklet for teachers in the preschool field. It is appropriate for teachers that teach children with special needs as well as teachers that teach children in regular education.

The Preschool Survival Guide includes 5 chapters. The titles of the chapters are "A Parent Guide," "Early Childhood Program," "Peer Integration Program," "Myself and Me Curriculum," "Supplies/Suggested Materials." Each chapter serves as a different resource for the first year teacher and includes such items as sample questionnaires, lesson plan design, and preschool curriculum.



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## Chapter 1

### A PARENT GUIDE

#### Preview

Having a good rapport with the parents of the children a teacher works with is extremely important, and time does not always permit a teacher to speak to parents on a daily basis. Therefore, an important tool for effective communication in education is writing. This chapter focuses on ideas that have been successfully implemented at a preschool site. One such idea was the creation of booklet entitled "A Parent Guide." This booklet provides teachers with an avenue of communication between them and the parents of the children they teach. The booklet is updated and sent home with each child at the beginning of a new school year. The booklet covers many important topics such as parent's rights, discipline, daily schedules and other miscellaneous important areas. The first part of this chapter has been formatted with the idea that a teacher interested in developing or strengthening communication between herself and parents could basically read pages of this chapter while inserting her own specific information to develop her own "Parent Guide."

The second part of Chapter 1 focuses on tips that preschool teachers could use to help develop communication for their students. At this early age students are just beginning to speak, but in order for language to be learned and used effectively there needs to be an intent and a motivation to communicate a response. The research in the second part of the chapter will assist in developing teachers skills in these areas.

## Classroom Information

The following few pages are an excerpt from "The Parent Guide". This vital document will prompt teachers to address important aspects of parent/teacher communication. Critical areas addressed include background information on your child school and classroom, daily schedules, discipline tips, speech therapy schedules, and other important related topics.

## Classroom Logo

Welcome to classroom 6. Our classroom logo for this year is Daily Sunshine. Any papers sent home this year with that logo will be from me personally. I have a wonderful year planned for us. This book is designed to help answer some of your curiosities about my teaching style and your child's day. Please take time to read this document and then file it where it can be found if a question arises.

If you have additional questions or seek information please call me at Sunshine, 788-7300. I am at school between the hours of 8:00 AM to 3:30 PM. I would be glad to meet with you but please set up an appointment in advance.

### Background Information of school site

Sunshine School is part of the Riverside Unified School District. The school is an educational institution that provides programs for Physically Handicapped, Severely Handicapped, and Multi handicapped students. There is a Headstart Program and Preschool Intervention Program (P.I.P.) on campus for integration. The Headstart Program is made up of regular preschool studies. The P.I.P. is made up of preschool student that are transported to Sunshine School for one to two hour speech sessions. The preschoolers attend school from 8:00 a.m. to 1:50 p.m. or 11:10 a.m to 3:00 p.m.

The philosophy of the staff is to meet the children's individual program goals.

This year classroom 6 started with 11 children. However, I feel confident that our numbers will grow. There are three adults which include a teacher and two aides. Our classroom aides are Valerie and Terri. We are lucky to have them.

The classroom is 24 feet by 24 feet with a large walk-in closet. The shelves of the closet are full of puzzles and toys.

### Daily Schedule

The daily schedule includes an equal balance of the fine motor, gross motor, language and self-help skills. Twice a month there is group music and once a month group art. For these activities the entire student body participates. Also, once a month there is an assembly and a field trip.

We will be integrating with the Headstart Program on an every day or every other day basis.

### Discipline

When positive reinforcement is not working, the consequences for not following class rules are simple and appropriate. A reminder is given the first time. If a child again disregards a rule, he or she is given a choice. If the child again disregards a rule the child is removed from the group. This means they are still in the room, hearing the instruction or discussion, but cannot participate. They are usually removed from the group for a few minutes.

Additional discipline strategies can be found in Appendices A-1 and A-2.

### Speech Therapy

Karen is our school Speech Therapist. She works with the students in small groups twice a week and individually once a week.

### Adapted Physical Education(A.P.E.)

Hedy is our A.P.E. specialist. She works with the students twice a week and also plans many community activities.

### Backpack

It would be a very good idea for each child to carry a backpack every day for taking home important notices, and art projects. If your child does not have a schoolbag, please send him or her to school with a shopping bag--please don't forget to put your child first and last name on the school bag.

### Lunch

Lunch will be part of your child's preschool day so you will need to provide a sack lunch or money (1.40) to purchase a school lunch. Parents/Guardians may apply for a free lunch or a reduced lunch for your child. Food services will notify you when they have approved your status. However, you must provide your child with a lunch until food services authorizes your lunch program. Also, we will be taking time in our day for a snack. If you would like to contribute a snack (i.e. cookies, crackers, etc.) it would truly be appreciate.

### Extra Clothing

I would like to request at this time you send a complete



change of clothing marked with your child's name in a plastic bag. This will eliminate the need for you to come down to school with clean clothes in the event that your child should have a bathroom "accident."

#### Labels

As it upsets children to lose their belongings, please help by labeling all sweater, coats, hats, and such items.

#### Absences

In the case of illness or absences, please send a note to school explaining your child's absence the very first day of his or her return. A phone call is also accepted in the place of a note. Notes or phone calls may be directed to myself or the school secretary.

#### Earthquake

Sunshine School Safety Committee has been discussing Earthquake Preparedness. We need your assistance in preparing each classroom with the basic necessities. These materials will be used to provide a basic survival kit for each student.

Please help us by sending in 5 drinks, can foods (preferable with a flip top opening), kleenex, and diapers if needed. At school we will place your child's items in a bag marked

with his/her name. We will return any unused items at the end of the year.

### Birthdays

I am trying to make your child's birthday a meaningful one, while at the same time eliminating the endless amounts of sugar that children are exposed to and often eat. Instead of sending a sugary treat to school on your child's birthday, how about letting your child "treat" our class to a birthday book. The birthday child may bring a book (wrapped in birthday paper and tied with a ribbon if you wish) that he/she would give to the class. This book would become a permanent part of our classroom library, with your child's photo as a bookplate on the inside cover. What a nice way for your child to share her/his birthday--and how much easier on the teeth. (Welk, 1987, p. 11)

(If you still want to send an additional treat -- how about stickers, a bookmark, a balloon or similar favor, or something that is as unique as your child. I would like to eliminate all the edible treats!). (Welk, 1987, p 11)

Please note, you are not obliged to do this, but I

think the concept of a child sharing his/her birthday (and being a giver, rather than a receiver is really a good one.) (Welk, 1987, p. 11)

#### Parents Volunteers

Active parents are welcome in the classroom on scheduled days. Please send a note if you would like to be a volunteer. Not all volunteers work with the students. There's always plenty of paper work and organizing to do. Appendices B-1, B-2 and B-3 includes examples of volunteer forms to be completed by parents.

#### Communication Notebook

I will be sending home a communication book as my way of keeping you updated about your child, please feel free to correspond with me via the book. It is essential that you return the book each day with your child so that we may keep an open line of communication.

I will be keeping you updated on our class activities and events through a weekly or twice monthly letter. Appendices C-1 and C-2 has examples of weekly notes sent home to parents. At times I may ask your help with class projects by sending in cooking items or other needed materials to school (Appendix C). Your support is much appreciated.

Each month or every other month your child's classroom work will be sent home in a booklet.

I am looking forward to a fun and successful year with your child.

#### About the Teacher

Mrs. Cheryl Vito was born and raised in Southern New Jersey. She graduated from Glassboro State College with a B.A. in Early Childhood Studies, an Endorsement in Elementary Education, and a Liberal Arts Concentration in Dance.

Presently, she is attending California State University, San Bernardino. Mrs. Vito plans on completing Masters of Arts Program in Special Education June 1994.

This is Mrs. Vito's seventh year with the Riverside Unified School District. This is her sixth year at Sunshine School. She loves being a staff member of Sunshine School and truly enjoys working with the students.

Mrs. Vito resides in Riverside with her husband, Ron and their children, Carissa Marie and Ronald Augustine.

## Notice of Parent's Rights

As a teacher it is important to be aware of Parent's Rights, and to inform parents of these rights. Listed below is the Notice of Parent's Rights in the State of California.

1. The provision of a free appropriate public education for your child in a setting as similar as possible to that provided for regular education pupils.
2. Pupil Records:
  - a. Access - Parents have the right to review all records related to their child (within 5 days of request).
  - b. Confidentiality - The district complies with all regulations regarding confidentiality of records.
  - c. Destruction - Records that are not Class 1 - permanent, are destroyed during the third year after the student leaves the district or their usefulness ceases. You have the right to request the destruction of special records after such time as they are no longer needed to provide educational services.
3. To review the procedures and instruments to be used for assessment and obtain a copy of the assessment findings.

4. To refuse to permit assessment/placement (in which case the local educational agency can request a hearing).  
Consent for assessment/placement is voluntary and may be revoked at any time.
5. To present information to assessment teams and to participate in meetings and/or have a representative participate.
6. To obtain an independent assessment for your child (a list of resources will be made available upon request).
7. Assessment procedures and instruments are selected and administered in a manner which will prohibit any discrimination based on race, sex, culture, or handicapping conditions.
8. All tests and other material must be properly validated for the specific purpose for which they are used and administered by trained personnel in conformance with instructions.
9. All tests must be administered in the pupil's primary language or mode of communication, unless it is clearly not feasible to do so.

10. Test results reflect the ability of the pupil rather than impaired sensory, manual, language, or speaking skills unless these are skills which the test is intended to measure.
11. No single test or procedure shall determine educational assignment or plan for the pupil. Test materials are tailored to assess specific areas of educational need.
12. To have assessment completed and an Individualized Education Program developed within 50 days (excluding July and August) of the school district's receipt of the parental consent to assess.
13. To be informed of the agency's proposed action including the purpose of the Individualized Education Program conference, the assessment results, recommendations and rationale for the recommendations.
14. To request a review of the Individualized Education Program and to give/withhold consent to the IEP or any portion of the IEP.
15. To receive written notice prior to the school district's proposing or refusing to initiate or change the identification, assessment, or educational

placement of the pupil. Notices shall be written in appropriate and understandable language.

16. To request a due process hearing or to initiate a complaint regarding non-compliance.
17. In certain circumstances, to be reimbursed for the cost of legal services that result from litigation with the school district.



## Developing Communication Skills

A basic human trait, communicating with others, is most often described in terms of speech. Yet, communication consists of much more than speech. It is the exchange of an idea between people. Language can be defined as the use of symbols (spoken words, gestures, written words, pictures) to communicate. (Musselwhite & St. Louis, 1988 p. 83)

Communication is divided into two areas: Expressive- informing, telling, labeling; and receptive- understanding, processing. Research has shown that infants demonstrate receptive language skills by smiling when being picked up (Botlorf, C.). Thus, although the infant may not say the first word until the age of two, receptive language skills typically come before expressive language skills.

In order for language to be learned and use effectively, there needs to be an intent to communicate, motivation, and a response or reinforcement (Botlorf, C.). Some children can show an intent to communicate by taking someone's hand and leading them to the desired object by pointing to an object and making noises or sounds while using their body (example: A child wants more food. The child vocalizes noises while moving her body and hitting the empty plate). Some basic motivator for language are hunger, thirst, play (stimulation), and expressing wants (to watch T.V., go

outside, etc...)). Your response after the child attempts to communicate can be as simple as receiving the desired object or activity. The response is usually in itself reinforcing to the child.

The following sections include tips for parents and teachers in helping in the development of language of young children.

## Tips for Teachers and Parents in the Development of Communication Skills

Many educators and language specialists follow a specific pattern when teaching children language skills. It is important to remember that receptive language precedes expressive language. Children need to understand language as well as express it. The following method can be effective for teaching children language.

1. When your child shows an intent to communicate, do not give the desired object or activity right away. Stop and think to yourself, Mary wants a . I know because she is pointing (or whatever else she may do to show intent). Is this a word or concept which I want her to learn?
2. Hold up the desired object or point to the area of the activity and repeat the word or words. "You want a ball." "Ball" "You want to go outside." "Outside." If your child is learning the sign, then also use the sign along with the word. Wait for a response!
3. This waiting time is the hardest part. It has been found that a five second time is actually helpful for the child. If after counting to five, your child has

still not said the word or words, repeat the word or words you want him/her to say. Remember, you are still holding the object/or pointing to the activity. Wait the five seconds again. You are still expecting a verbal response or imitation of the sign.

4. If your child gives any approximation of the word such as "ba", give the ball to him, praise him, and show the sign for ball as you give the ball.
5. If after two, 5 second waiting periods, your child still has not attempted the sign or word, then give it to him. As you give it to him, repeat the word or sign several times. Try the same procedure again the next time he shows an intent to communicate.
6. Always stop and wait for your child to make some attempt at the sign or word every time it is possible to do so. Consistency is everything! Use your child's fondness for order and routine to remind both of you.
7. If your child does not give an attempt the first time, don't give up. The opportunity will come again. It is important to follow the same steps and even add a third 5 second wait. If it is an object or activity that is not essential for your child's welfare, try not giving

it to her at all unless an attempt at language is made. If your child wants it badly enough, she will try again. Perform the five second wait again. Your child needs to know that language has a purpose (to communicate wants and needs) and that some form of expression must be made in order to get her wants met.

Some other hints or suggestions:

1. Make a list of important words or signs you would like your child to know. The list does not need to be extensive - five to fifteen in good depending on her current language skills. Put the list up around the house to remind you which words you want to focus on during the day or night.
2. Give yourself praise and encouragement even when you attempt the steps above and it does not work. It is not easy to change old patterns,, either for you or your child. Just attempting the steps will make it easier each time to follow through with them.
3. Enlist the help of the whole family when possible. Show each other how to follow the steps and again give each other praise. The more people who are requesting the same language from your child, the more practice and modeling of language she will receive

## Tips for Teachers and Parents when Helping Children Develop Appropriate Speech and Language Patterns

1. Provide plenty of talking time for the child. Wait for the child's response. Try not to answer for him.
2. Consider the child a worthy individual whose opinions and contributions are important.
3. Be a good speech and language model.
4. Remember that speech and language is a learned behavior and not an automatic process.
5. Use positive reinforcement of any expressive language; praise the child each success.
6. Encourage the child to make his needs known verbally rather than anticipating them.
7. Use real experiences when possible. Use multi-sensory channels when introducing something new.
8. Emphasize communication rather than articulation.
9. Create a friendly, relaxed environment for the child.
10. Give the child love, acceptance, and security and not too much pressure.
11. Use appropriate, consistent discipline.
12. Stimulate the child with good language experiences.
13. Encourage self-expression of feelings, experiences, etc.
14. Look at the child when he speaks. Indicate that you

are interested in what he says and that you enjoy talking with him.

15. Avoid putting undue pressure on the child for "good speech." Never tell him to stop and start again or to take a deep breath.
16. Never try to persuade a child to speak or recite in front of strangers. If he chooses to do so, allow him....but don't pressure him to do so.
17. Encourage the child to look at objects and things in his environment. Attach meaning (language) to noises, sounds, etc. Help him to become sensitive to differences in smell, feel and taste to increase his interest in the world.
18. READ to the child. Let him discuss the pictures and story.
19. Allow the child to explore his environment and experiment with new things (i.e., at the park, the beach, camping, snow play, cooking, art,.etc).
20. Remember, the child is a person, too.

## Chapter 2

### STRATEGIES TO UNCOVER AND MEET CHILDREN'S NEEDS

#### Preview

Chapter 2 focuses on four areas that are important for the first year preschool teacher. The first area is dedicated to showing the first year teacher how to gather information on their preschool students so they can meet the needs of each individual student. By asking parents appropriate questions at the beginning of a school year that are relevant to the student a teacher can have more of a "feel" as to what a student is in need of in an educational sense. This Chapter starts off with a preschool questionnaire that allows the teacher to gather information that will expedite the child's learning. The second area is examples of daily schedules which included a morning schedule and an afternoon schedule. This section will help a first year teacher with organizing her day. The third area of the chapter briefly recognizes appropriate lesson design and includes math and language arts lessons as well as three sample recording worksheets. The last area is of sample recording sheets. This section will help the first year teacher become more acquainted with educational outcomes associated with preschoolers.



This questionnaire focuses on some intimate details and is broken up into four specific experiences, development and school adjustment. This questionnaire will help with planning of each child's individual needs. When reading the questionnaire remember that you can insert or delete any questions to adjust the questionnaire to more closely adapt to your current teaching assignment.

Preschool Questionnaire

DATE \_\_\_\_\_

FAMILY BACKGROUND

Child's Name \_\_\_\_\_ Name to be used in school \_\_\_\_\_

Birthday \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Mother's Education \_\_\_\_\_ Business Phone \_\_\_\_\_

Father's Name \_\_\_\_\_ Occupation \_\_\_\_\_

Father's Education \_\_\_\_\_ Business Phone \_\_\_\_\_

Current Martial Status of Child's Parents \_\_\_\_\_

| <u>Other Children in Family</u> | <u>Age</u> | <u>Grade Level</u> |
|---------------------------------|------------|--------------------|
| _____                           | _____      | _____              |
| _____                           | _____      | _____              |
| _____                           | _____      | _____              |

Has there been a divorce, death, or illness in the family which might affect your child \_\_\_\_\_  
(If yes, circle below)

SOCIAL EXPERIENCES

1. Check the places your child has visited:
- |               |             |           |
|---------------|-------------|-----------|
| grocery store | ocean       | zoo       |
| dairy         | factory     | mountains |
| farm          | airport     | downtown  |
| museum        | county fair | circus    |

2. Where has you child traveled? \_\_\_\_\_  
\_\_\_\_\_

3. How has your child traveled? \_\_\_\_\_  
\_\_\_\_\_

4. Does your child play quietly or actively? \_\_\_\_\_  
\_\_\_\_\_

5. With whom does your child play? Alone \_\_\_\_ With Older

children\_\_\_\_\_

6. Does your child play mostly: By him/herself\_\_\_\_With children of same age\_\_\_\_ with boys\_\_\_\_with girls\_\_\_\_.
  7. What activities does your child enjoy outdoors?\_\_\_\_\_
  8. Does your child enjoy watching television?\_\_\_\_\_
  9. What programs are her/his favorites(s)?\_\_\_\_\_
  10. What activities does you child enjoy indoors?\_\_\_\_\_
  11. Does you child enjoy books?\_\_\_\_\_
  12. Do you read to your child?\_\_\_\_\_How Often?\_\_\_\_\_
  13. Has your child had experiences with paints and crayons?\_\_\_\_\_
  14. Do you celebrate birthdays in you home?\_\_\_\_\_
- If "no", please explain\_\_\_\_\_

#### DEVELOPMENT

1. Does your child have any health problems the school should be aware of? (if so, what?)\_\_\_\_\_
2. Does your child have any food allergies?\_\_\_\_\_  
\_\_\_\_\_(if so, please specify)\_\_\_\_\_
3. Is your child right or left-handed?\_\_\_\_\_
4. Is your child able to be in a new or strange situation without an undue show of fear?\_\_\_\_\_
5. What kind of problems do you have most often with your child?\_\_\_\_\_
6. How do you discipline your child?\_\_\_\_\_

7. How do you expect your child to be disciplined in school?\_\_\_\_\_
8. Check the characteristics that apply to your child:
- |                           |       |                 |       |
|---------------------------|-------|-----------------|-------|
| Cries easily              | _____ | Temper tantrums | _____ |
| Sleeping problems         | _____ | Destructive     | _____ |
| Eating problems           | _____ | Easily angered  | _____ |
| Does not like to share    | _____ | Sucks thumb     | _____ |
| Fearful in new situations | _____ | Bites nails     | _____ |
| Sulks                     | _____ | Whines          | _____ |
| Daydreams                 | _____ | Jealous         | _____ |
| None of these             | _____ | Other (explain) | _____ |
9. Describe your child\_\_\_\_\_
10. What would you say are your child's strengths?\_\_\_\_\_
11. What would you say are your child's weakness?\_\_\_\_\_

#### SCHOOL ADJUSTMENT

1. What do you expect your child to acquire through the Preschool experiences?\_\_\_\_\_
2. What else would you like your child's teacher to know about your child?\_\_\_\_\_
3. Would you be interested in helping in the classroom for one hour per week?\_\_\_\_\_
4. Would you be interested in occasionally sending a food ingredient for the classroom cooking program?\_\_\_\_\_
5. When is the best time to meet with you? (Please circle)
- |          |         |           |         |         |
|----------|---------|-----------|---------|---------|
| Mother = | morning | afternoon | evening | anytime |
| Father = | morning | afternoon | evening | anytime |

Please remember: Sunshine School is your child's school. You may visit or call anytime. You are encouraged to contact your child's teacher regarding anything you feel might affect your child's education.

## Daily Schedule

The following are examples of daily schedules. The first is an example of an a.m. daily schedule and the second is an example of a p.m. daily schedule.

### A.M. Daily Schedule

|               |  |
|---------------|--|
| 7:30          | Teacher Arrives                          |
| 7:45          | Aides Arrive                             |
| 8:00 - 8:15   | Children Arrive                          |
|               | Bathroom/Attendance/Lunch Count          |
| 8:15 - 8:30   | Free Inside Choice                       |
|               | finger plays, writing boards, blocks     |
| 8:30 - 8:45   | Morning Greeting                         |
|               | finger plays, name game, songs           |
| 8:45 - 9:00   | Snack/Storytime                          |
| 9:00 - 9:30   | Center Time (Integration with Headstart) |
| 9:30 - 10:00  | Gross Motor                              |
| 10:30 - 11:00 | Small Group                              |
| 11:00 - 11:30 | Lunch                                    |
| 11:30 - 11:40 | Clean Up                                 |
| 11:40 - 11:50 | Free Outside Choice                      |
| 11:50         | Children go home                         |

Monday: Swimming 10:00-11:30

Wednesday: APE 9:30-10:00

### P.M. Daily Schedule

|             |                                    |
|-------------|------------------------------------|
| 11:00-11:15 | Arrival, Bathroom Lunch Count      |
| 11:15-11:35 | Attendance, Greeting, Music        |
| 11:35-12:00 | Group I - Counting/Number Concepts |
|             | Group II - Language                |
| 12:00-12:25 | Switch Groups                      |
| 12:25       | Prepare for Lunch                  |
| 12:30-1:00  | Lunch                              |
| 1:00-1:45   | Centers (Integrate w/Headstart)    |
| 1:45-2:15   | Recess                             |
| 2:15-2:40   | Art/Gross motor/Fine motor         |
| 2:40-2:50   | Storytime                          |
| 2:50        | Get Ready                          |
| 3:00        | Go Home                            |

Monday: Library 12:00-12:30

Wednesday: APE 2:00-2:30

Alt. Fridays: Swimming 12:00-1:30

## Lesson Design Checklist

Below is a lesson design checklist which is of great assistance to a new teacher. This checklist can be used for all daily lessons and kept in a notebook. By doing this the new teacher at the end of their first year would have accumulated detailed lesson plans that could be used in subsequent years.

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Subject \_\_\_\_\_  
Time \_\_\_\_\_

### I. Anticipatory Set

- A. Ways of getting attention
- B. Review of previous learning
- C. Setting the mood and tone for the period

I will set the lesson by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### II. Objective/Purpose

My objective for the lesson. Students will learn \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### III. Input - How will students be taught the skills needed to accomplish the objective?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### IV. Modeling

I will demonstrate new learning with the following examples or techniques: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### V. Check for understanding

I will check to see if the students are understanding what I'm teaching by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VI. Guided Practice

I will use the following procedures for a guided practice:\_\_\_\_\_

\_\_\_\_\_

VII. Independent Practice

The students will work the following on their own:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Example of Lesson Designs

Theme: Language Arts

### Concepts:

| Domain      | Curr. Area    | Specific Skills     |
|-------------|---------------|---------------------|
| cognitive   | Language Arts | Attentive listening |
|             |               | Sequencing          |
|             |               | Labeling            |
|             | Math          | shape               |
| Psychomotor |               | Fine Motor          |
| Affective   |               | Taking Turns        |

### Anticipatory Set:

The children will have a picture of a bird stamped on their thumbs.

### Objectives:

- Through attentive listening the children will learn sequencing and labeling of a bird feeder.
- The children will review the heart shape.
- The children will demonstrate patience while waiting for their turn.

### Input:

"Today, I am going to show you how to make a birdfeeder by telling a flannel board story entitled, The Birdfeeder. You will make a birdfeeder like the one in the story.



Modeling:

I will demonstrate the following:

sequencing

labeling

Checking for understanding:

The second time the story is told, the children will take turns sequencing and labeling the pictures.

Guided Practice:

I will help the children with sequencing and labeling as needed. I will provide special assistance when necessary.

Independent (as possible) Practice:

The children will make their own birdfeeder.

Theme: Math skills - Science Processes

ANTICIPATORY SET:

Introduce special Holiday...VALENTINES'S DAY. Talk about the traditions of Valentines's Day (cards, candy, hearts, flowers, etc.)

OBJECTIVE:

Through Math skills and Science Precesses students will demonstrate the following:

Math Skills

- a. predicting
- b. counting
- c. sorting
- d. graphing

Science Skills

- a. observing
- b. gathering and sorting
- c. interpreting data

INPUT:

"Today I'm going to show you a glass decanter of color candy hearts. I will be passing out cups with color candy hearts to sort and graph to find out which color candy hearts you have more of." SHOW DECANter-DISCUSS RULES OF LESSON.

MODELING:

I will be calling upon students to tell me how many red candy hearts they have. I will also walk around to ask students individually, providing special assistance where necessary.

**GUIDED PRACTICE:**

I will help students sort candy hearts by modeling and monitoring to see if they have sorted candies correctly.

**INDEPENDENT PRACTICE:**

Students will graph their results

## Recording Worksheet

The sample recording sheets in this section will help the first year teacher become more acquainted with educational outcomes associated with preschoolers. These recording sheets can be altered and adjusted to each students needs and only serve as a resource to the new preschool teacher.

Program Activity Charting  
Student \_\_\_\_\_

Date \_\_\_\_\_

Key I Independent  
G Gesture  
IV Indirect Verbal  
DV Direct Verbal  
PP Partial Physical  
P Physical  
NP No Performance

| Activities      | Date  | Date    | Date |
|-----------------|-------|---------|------|
| String Beads    | ex. I | 4/20/94 |      |
| Inset Puzzles   |       |         |      |
| Shape Sorting   |       |         |      |
| Color Sorting   |       |         |      |
| Nuts & Bolts    |       |         |      |
| Nesting Cup     |       |         |      |
| Rings of Pole   |       |         |      |
| Pop Beads       |       |         |      |
| Stacking        |       |         |      |
| Concept of #'s  |       |         |      |
| Unscrews/Screws |       |         |      |
| Fold Paper      |       |         |      |
| Hold Crayon     |       |         |      |

# Recording Worksheet

Program Toileting

Student \_\_\_\_\_ Date \_\_\_\_\_

Key I Independent  
 G Gesture  
 IV Indirect Verbal  
 DV Direct Verbal  
 PP Partial Physical  
 P Physical  
 NP No Performance

| Tasks                                | Date | Date | Date |
|--------------------------------------|------|------|------|
| 1. Walk to bathroom                  |      |      |      |
| 2. Turn on the light                 |      |      |      |
| 3. Unsnap and unzip pants            |      |      |      |
| 4. Pull pants down or dress up       |      |      |      |
| 5. Pull underwear or diaper down     |      |      |      |
| 6. Sit on toilet or stand by toilet  |      |      |      |
| 7. Void/not void                     |      |      |      |
| 8. Wipe themselves                   |      |      |      |
| 9. If sitting stand up               |      |      |      |
| 10. Flush toilet                     |      |      |      |
| 11. Pull up underwear or pull ups    |      |      |      |
| 12. Pull up pants/or pull down dress |      |      |      |
| 13. Zip up zipper                    |      |      |      |
| 14. Snap pants                       |      |      |      |

Recording Worksheet

Program Hand Washing

Student \_\_\_\_\_ Date \_\_\_\_\_

Key I Independent  
G Gesture  
IV Indirect Verbal  
DV Direct Verbal  
PP Partial Physical  
P Physical  
NP No Performance

| Tasks                                      | Date | Date | Date |
|--|------|------|------|
| 1. Walk to bathroom                        |      |      |      |
| 2. Walk up to sink                         |      |      |      |
| 3. Pull up sleeves if they are long        |      |      |      |
| 4. Turn on cold water                      |      |      |      |
| 5. Turn on hot water                       |      |      |      |
| 6. Put hands under soap dispenser and push |      |      |      |
| 7. Remove hands from soap dispenser        |      |      |      |
| 8. Rub hands together                      |      |      |      |
| 9. Put hands under water                   |      |      |      |
| 10. Rinse soap off                         |      |      |      |
| 11. Turn off water                         |      |      |      |
| 12. Dry hands                              |      |      |      |
| 13. Throw away paper towel                 |      |      |      |
| 14. Walk out of the bathroom               |      |      |      |

## Chapter 3

### PEER INTEGRATION PROGRAM

#### Preview

Children with multiple disabilities need opportunities to interact with, and especially, to develop friendships with other children (Forest. M., Lusthaus, E., 1989; Strully, J & L., & Strully, C.F.1989). Peer integration encourages disabled and non-disabled students to work together, to socialize, and to build friendships. This is beneficial to all students. Research suggest that peer interactions occur more frequently and that more advanced patterns of communication are used by children with disabilities in integrated settings (Guralnick & Brown, 1980). This chapter will assist the first year teacher in successfully implementing a peer integration program; through, the identification of general concerns, strategies and activities.

## Getting Started

Before a peer integration program can be successful, the Special Education Teachers and Regular Education Teachers must discuss and decide on a variety of issues (i.e., educational rationale, profile of the students with disabilities, integration concerns, discipline strategies, length of time, activities, and goals. Memos of the Integration Meeting can be found in the appendices D-1 to D-4.

## Education Rationale

There are many benefits to an integrated program. For the disabled student he/she can develop age-appropriate social skills, develop friendships with the regular education students, and ultimately have more acceptance in the community which may lead to a better job. (Falvey, 1989, p. 145).

The benefits for a nondisabled student in an integrated program are he/she can be a role model, and develop a better sense of value and compassion for all individuals.

An integrated program will benefit the Special Education Teachers and Regular Education teachers as well. An integrated program presents new challenges, a chance to be



more creative/more exciting, and learn new teaching and discipline strategies. (Falvey, 1989, p. 330).

Overall, if teachers have an open line of communication and believe in equality for all students, an integrated program will be successful.

### Integration Concerns

Before the students are to be integrated in a structured peer integration program, a few steps should be taken.

Firstly, the Regular Education Teachers will do a unit on "Myself and Me" found in Chapter 4. The unit will address the following topics: No two people are alike, Everyone has different needs, and Each person has strengths and weaknesses. This is a perfect unit to take the opportunity to talk about the students with special needs. The Special Education teachers could use this unit with some modification.

Secondly, all the children from the Regular Education classes and Special Education classes should be integrated in unstructured activities such as recess, snack time, centertime and bus time.

Finally, notes need to go home to all parents explaining the Educational Rational for integration.

## Discipline Strategies

It was agreed that all adults need to discipline the students in the same manner. The following step should be taken when disciplining a student:

1. positive approach
2. warning
3. choice
4. remove child from group

### Example:

If a student is not acting appropriately, praise the nearby students that are acting appropriately. If this does not work, give the student a warning (You need to keep the rice in the pool). If the student does not follow the directions, give the student a choice (You need to keep the rice in the pool or go to another center). If the student is still not cooperating, remove him/her from the group. The student will join the group when the staff member or student feels he or she could act appropriately.

## Activity Rationale

The integration would take place during centertime. The centers would include the following activities: playhouse area, store area, art area, playdough area, and building block area (Orellove & Sobsey, 1991, p. 450).

These activities were selected for three important reasons.

1. These activities are familiar to all the students.
2. These activities are age-appropriate and can be enjoyed by all students.
3. These activities facilitate natural interaction among peers. However, if interactions and friendships do not occur naturally, a team member will need to facilitate their occurrence.

## Chapter 4

### MYSELF AND ME CURRICULUM

#### Preview

Chapter 4 incorporates, Social Study lessons that are designed to be carried out at the preschool level with the intent to increase the students awareness of self, others, and environment. This chapter was developed to help clarify each child's identity so he or she can function effectively within his or her own community. This curriculum should also help each student to understand and become sensitive to other students needs and abilities to help them to function in the community. It is a sequential social studies program which begins with awareness of self, leading to awareness of others. Therefore, the lessons chosen are these that exhibit continuity.

Before the child can care about others, he has to know and care about himself. These pre-kindergarten years are key years for the child to discover "Who Am I," to differentiate himself from others, and to develop sound attitudes of worth about himself as an individual. When the student has achieved this he or she is ready to learn about other individuals and their needs.

The activities in this curriculum guide are not designed to teach the children facts about disabilities. It is instead, to provide positive feelings to all individuals so that each child will feel included and valued, and will also feel friendly and respectful toward all people.

The following Social Study lessons span over a period of seven weeks and include concepts, objectives, evaluations and activities relevant to the learning experiences. By following these lessons the new preschool teacher will have developed a framework for social study lessons over seven weeks.

## General Themes

Concept A. People have names

Concept B. Everyone is a person (regardless of age, sex, ability etc.

Concept C. People have different physical characteristics

Concept D. People have bodies

Concept E. Everyone has a special day

Concept F. Senses and sense perception

Concept G. People have different abilities

A finger play, games, a song, activity

Concept H. People have feelings and emotions

Concept I. Everyone is a person

## I. General Goals

- A. To help each child formulate a definite concept of self and his environment.
- B. Broadening the students awareness of self and environment through the use of all his senses.
- C. Continued development of fine motor skills through more specialized manipulative activities.
- D. To help each child formulate a definite concept of his own abilities so it enables him to function effectively with others.
- E. To help each child formulate a definite concept of their abilities so it enables him to function effectively with others.

The more specific objectives and materials of each lesson will be explained with that activity.

The activities that will be used throughout the year will be marked with an asterisk (\*).

## First Week

### Concept/Objective/Evaluation/Activities

- A. Concept: People have names.

Objective: Each student will be aware of and recognize his name and classmate's names when it is said or written.

Evaluation: If all the skills and concepts have been mastered, the students will recognize his name when it is said or written.

Activities: These activities described should be used during the first few weeks of a new class. The activities are designed to encourage involvement, and rapport among the students.

- A. Goals: Who are they? Students are asked to mill at random around the room, or to form two circles, one inside the other, and to walk in reverse directions so that they pass one another. The teacher gives the following series of directions: "Greet others without words or gross physical gestures." "Say a brief word of greeting to all the people you see."



- B. Encouraging Acceptance of New Members: The students will sit in a circle, and one student at a time will give a brief history of himself. The teacher at this time will be writing down what each student says. When the students are finished, the teacher will gather all the biographies and form a class biography booklet. The students picture will be placed above his biography. This booklet will be read to the students occasionally.
- C. Make a puzzle of each child's first name or handprint.
- D. Call the student by name so that he gets accustomed to identifying himself. Occasionally call the roll during early morning circle time so that children learn one another's names.
- E. Play the "Name Games"
- a. The children sit in a circle on the floor. One student at a time will go around the circle naming the other children.
  - b. The children sit in a circle on the floor. The teacher rolls a ball saying, "This is a ball for (child's name)." The child who receives the ball say, "Thank you, (Sender's name)." Then he rolls it to another child.

- c. Label children's cubby with their names. Each child's drawings, paintings, and other art products should bear his name so he gets the feeling they belong to him.

## Second Week

- B. Concept: Everyone is a person (regardless of age, sex, race, etc.)

Objective: Each child will show that there is no one else just like him.

Evaluation: If all the skills and concepts have been mastered the students will know that there is no one else just like him.

Activities: During the activities the students will work in groups of two. As the activity changes so will the groups. By this I hope to accomplish interaction and interdependence among students in their academic learning.

- A. Show children how to lightly stamp fingertips on paint pads, then press firmly on paper. Examining the prints with magnifiers to compare patterns of each fingertip.

Can also use foot, hand, elbow, and knee prints.

- B. Have children trace hands and feet to show no two people in the world have exactly the same shape.
- C. Give each child a piece of paper and ask him to draw a picture of a happy face. When children are done, hang the pictures around the room. Look at all the pictures to see that no two people draw the same thing exactly alike.

Part of the second week and all of the third week

- B. Concept: People have different physical characteristics.

Objective: Each student will be able to develop and express awareness of himself and others.

Evaluation: If all the concepts have been mastered the student would have developed and express awareness of himself and others.

Activities: The activities that follow will act as a reinforcement to increase communication among students and develop an emotional closeness in the group.

- A. The students will sit in a circle. One student at a time will be placed in the center. Other students will take turns saying what they would like to say.

Remember, the students must be descriptive and not evaluative.

- B. A full length mirror in the doll corner. A number of small hand mirrors for children to use when they are exploring such things as, "What color are my eyes?" "How many eyes do I have?" "What color is my hair?"

- C. Take individual pictures of each child. Photograph entire child. Let children examine pictures. Make a bulletin board using these: later, put them in a group album. Also take pictures of children at play, at work, on different trips. Include these in album.

- D. Call children to shadows they make on a wall and on the playground. They will discover they can change the appearance of their shadows by jumping, bending, and twisting. Let them play shadow-guessing games. Put up a sheet behind which is a strong light. Have someone walk behind the sheet with a light behind him and see if child can guess who it is.

- E. Use a tape recorder to record a child's voice, perhaps while he is telling a story; then play it back for him to hear. Also record individual children's voices. Play back for the group and let the children guess who is talking.
- F. Using butcher paper, ask child to lie flat on the paper while the teacher or another student traces around the body. Encourage children to look in a mirror and ask friends to help make judgements about color of his or her eyes and hair, and how the drawn person can be given a real personality. When completed, display the self-replicas around the room.
- G. Ditto a page for each child with the word (I have these skills and I can use these tools). Each has #'s from 1-10 underneath. As each child acquires a skill or use of a tool the teacher writes it in and gives a sticker. Ex. Skills: buttoning, zippering, shoe tieing, reciting name, birthday, address, phone #, etc. Ex. Tools: scissors, crayons, hole punch, record player, etc.

#### Fourth week

Concept: People have bodies.

Objective: Each student will be able to properly care for at least 2 of his body parts and be aware of what care his entire body needs.

Evaluation: If the skills and concepts have been mastered the child will be able to properly care for at least 2 of his body parts and be aware of what care his entire body needs.

Activities:

- A. Invite a dentist to your classroom. He can teach and demonstrate to students the correct way of brushing their teeth and caring for their mouth.
- B. Explain to students that all around us are plants so tiny you cannot see them without a microscope.
- C. Read "Can You Guess A Riddle?" This riddle will tell students about sleep. Talk about why we need sleep. Read "Bedtime for Frances."
- D. Have a nutritionist come and speak to students about what their bodies need.

- E. Read "Why Should You Wash Your Hands?" Read "All Asleep" and "Why Do You Need Sleep."

Concept: Everyone has a special day.

Objective: Each student will be able to interpret what are called bacteria. Many bacteria help us, but others can make us sick. We call the ones that make us sick disease germs. Have children look at slides of bacteria under a microscope. Then tell children this is why they need to wash their hands, with warm water and soap, before preparing or serving food, after blowing their nose, after using the bathroom, after using hands or handkerchief to cover a cough or sneeze, and after handling animals.

Evaluation: If the student has mastered skills he will be able to interpret when his birthday is and express that it is his own special day.

Activities:

- A. Have a birthday calendar with child's name written in the square that is his birthday, perhaps with a birthday sticker beside his name.

- B. Make a worm with 12 humps to fit on one wall of room. Each hump has a name of a month and then the child's name and date if his birthday is that month. It is best to do this when the children first come and keep it up all year.
- C. Ask students to bring from home an empty box (shoe box). Explain that these boxes are special "birthday boxes." Each student is to use scraps to decorate the outside of his box to be representative of his personality and personal likes. Have special information related to the birth date of the student inside each box: Birthday, astrological sign, simulated birthstone, a cut paper or plastic flower of the birth month, a favorite poem, story, or special game that might be played at a birthday party, a favorite recipe for a birthday dinner, a personal treasure, etc. Arrange a time for each student to share his birthday box, this could be called a presentation party. At the party provide a large birthday cake and a beverage and sing "Happy Birthday To All of us" at the close of this share time.
- D. Have some simple celebration; for example feature cookies or cupcakes which the children could make and serve at snacktime. The birthday child might have



lighted candles on his cake and get a birthday hat which he decorated earlier. (Children who have their birthday in summer might celebrate the last month we're at school).

E Read "When Will My Birthday Be?"

#### Fifth Week

Concepts: Senses and sense perception.

Objective: Each student will become more aware of his environment through the use of all of his senses.

Evaluation: If all skills and concepts have been mastered the student will have been sensitized to many diverse languages, music, textures, etc.

Let students keep their boxes and encourage them to continue to use them as personal "treasure" boxes.

#### Activities:

- A. Hearing: Tape-record sounds and have the children determine what the sounds are. Sounds selected should be familiar ones and should be heard long enough on the tape so that children can hear them adequately.

- B. Taste: A blindfolded child could taste various kinds of foods and then guess their flavor or identity.
- C. The children will smell items and group them into categories.
- D. Touch: Texture book will be made by giving each child a piece of poster paper and pieces of different textures. The textures are pasted on the paper and then described in terms of how it feels or what else feels similar.
- E. Sight: Each student will describe an object in the room, and the other students must guess the object.

#### Sixth Week

##### Concept:

People have feelings and emotions.

##### Objective:

Each student will be able to express two feelings and emotions.

##### Evaluation:

If the concepts have been mastered the children will be able to express their feelings and emotions.

As per Schmuck and Schmuck

Sociogram

(Schmuck & Schmuck, 1983. p. 185)

Remember: A sociogram at this level may not be accurate.

After the teacher has the results from the sociogram she will group children differently for each activity.

Activities:

- A. To measure patterns of class liking, the teacher will have five plastic freezer boxes with simple faces drawn on them illustrating five degrees of feeling. Each child, working one-on-one with the teacher will sort the photos and put them into the appropriate boxes according to the way he or she felt about each person.  
(Schmuck & Schmuck, 1983. p.185)

In the following activities the teacher will group students using the results of the sociogram as her guide.

- B. Show Filmstrip: "All Kinds of Feelings." During the film each child will sit with another child that they think is very nice.

- C. Show Film: "Getting Angry" During the film each child will sit with another child that they think is not so nice.
- D. Felt cut out faces representing various moods or emotions on a flannel board can show students the different kinds of feelings and emotions. During this activity the children will be grouped.
- E. Let children express feelings by drawing pictures.
- F. Let Children demonstrate different emotions through panomine.

#### Seventh Week

Concept: Everyone is a person

Objective: Each student will appreciate another student as being special through cooperation and sharing.

Evaluation: If the concepts have been mastered the student will appreciate another student as being special through cooperation and sharing.

Activities:

- A. Arrange one day a week for show and tell. This way each child will have a turn to share and all children will cooperate by listening too the child who is showing and telling.
- B. While doing an art activity provide one container of glue, one marker, or one of anything for two students. This way the students will have to share and cooperate. During the wrap-up explain to children that we did this activity by sharing and cooperating. During this activity the children will sit with another child that they think is not so nice.
- C. After playing a game with students, talk about how you were able to play through cooperation. Also anytime children work together it is called cooperation.

## Poems and Fingerplays

"After A Bath"

"All Asleep"

"Bedtime"

Can You Guess A Riddle"

"Clowns"

"Five Little Indians"

"Goodness Me""

"Growing Up"

"Hands On Hips"

"How Can Play Hello You?"

"I'm Glad I'm Me"

"King of France"

"Let Me Grow As I Be"

"Morning Toast"

"My Arms Go Up"

"My Nose"

"People"

"Right Hand, Left Hand"

"Shake You Hands"

"Since"

"Smells"

"Touch Game"

"Touch Your Nose"

"Why Do Yo Need Exercise?"

"Why Do You Need Sleep?"

## Chapter 5

### SUPPLIES/SUGGESTED MATERIALS

#### Preview

Chapter 5 is divided into three sections. The first section has a list of songs, records and books that preschoolers enjoy listening to and learning.

The second section is a list of A-V equipment that a preschool teacher will find useful throughout the school year. Most classrooms are supplied with a record player and tape recorder. The other items are usually located in a particular area of the school site.

The third section is a list of supplies that each classroom should have. When a first year teacher enters her classroom, she could use the list to see what exactly she has and does not have. It is important to make a list of the items needed and give it to the secretary or clerk at the school site as soon as possible. All the items listed will either benefit the teacher and/or students.

## Songs

Where is Thumbkin?

Walk to School

Yankee Doodle

Hush Little Baby

It's a Small World

Witches Brew (from record of same name)

Many other songs from above record.

All songs from Simplified Folk Songs record

Six Little Ducks

B I N G O

Little White Duck

The Wheels on the Bus

What Will I do with Baby-O

Stamping Land

The Old Grey Cat

Charlene Over the Ocean

Eensy Weensy Spider

Muffin Man

Teddy Bear

The cat Who Wore a Hat

Lucy Rabbit

The More We Get Together



## Records

\*Hap Palmer - Getting to Know Myself

Hap Palmer - Learning Basic Skills Through Music Vol. 1

Hap Palmer - Learning Basic Skills Through Music Vol. 2

Hap Palmer - Learning Basic Skills Through Music

(blue jacket)

Hap Palmer - The Witches Brew

Hap Palmer - Simplified Folk Songs

We All Live Together

Simplified Lummi Stick Activities

Feelin' Free

Ella Jenkins - You'll Sing a Song and I'll Sing a Song

Ella Jenkins - This-A-Way/That-A-Way

Hap Palmer - Creative Movement and Rhythmic Exploration

Math Readiness

Raffi - One Light, One Sun

\*If you can only afford to buy one album this is the one to get.

## Books

Read Aloud Handbook

I Will Not Go to Market Today

It's So Nice to Have a Wolf Around the House

Hot Air Henry

Would You Rather

Mr. and Mrs. Pigs Evening Out

The Worst Person in the World

The Day Jimmy's Boa Constrictor Ate the Wash

Space Case

The Hungry Caterpillar

Chickens Aren't the Only Ones

Where the Wild Things Are

Brown Bear, Brown Bear, What Do You See?

The Snowy Day

Garth Pig and The Ice Cream lady

Frog and Toad Stories

It Looked Like Spilt Milk

Benjy's Dog House

Steven Kellog Books

Joseph's Yard

No Bath Tonight

We are Best Friends

Make Way for Ducklings

Clifford

Curious George  
Gingerbread Boy  
Little Engine That Could  
Little Red Riding Hood  
Round is a Pancake  
Goldilocks and the Three Bears  
Three Little Pigs  
Harry the Dirty Dog  
Never Talk to Strangers  
Millions of Cats  
Blueberries for Sal  
Dr. Seuss  
Nightmare in My Closet  
Alexander and the Horrible, Terrible, No-good Very Bad Day  
Ask Mr. Bear  
Little Rabbit's Loose Tooth  
Santa Mouse  
Color, Shape Number Books

## A-V Equipment

Record player

Tape recorder/tape player

Access to motion picture projector

Film strip projector

Listening table (portable plug-in set if table is  
unavailable - head sets for listening table)

VCR

Overhead projector

## Supplies

What you need to have in the classroom

scissors - child/adult/training for "preschool"

scissors/lefty

crayons - 8 color box or box of 16

pencils

erasers -- pencil and chalk

chalk

paste

glue/rubber cement

construction paper (a little of all colors -- order more  
orange, black, red, green, yellow for Sept/Oct)

white/manilla drawing paper

pens -- black ball point

staples

stapler

straight pins, T pins

cellophane tape and dispenser

masking tape

tag board

large sheets of newsprint for easel

paints -- assorted colors

brushes -- different sizes

starch

clay -- red and grey

trash can (Clay holder)

tissue paper (assorted colors

envelopes -- large and small

newsprint

paper clips -- large and small

paper punch

lots of stickers for positive reinforcement

Kleenex tissues

Miscellaneous

Library books for library area

Containers to hold pencils and scissors

Containers to hold paint to be use at easel

Easels

Tables - child size/desk - adult

Chairs

Book cases

Cabinets for storage

Cubbies

## Solicit from Parents

Baby food jars

Butter tubs

Toilet/paper towel paper rolls

Egg cartons

Buttons, lace, rick-rack, etc.

Strawberry baskets

Cloth remnants

Wallpaper samples

Shopping bags

Old greeting cards

Old shirts w/sleeves and collars removed

Dress-up clothes

Aluminum pie pans, any size

Coffee cans and lids

Popsicle sticks

Plastic bags

Plastic "handle" bags

Macaroni, dried peas and beans

Small plastic individual juice containers

Bleach bottles

Large milk cartons

Large detergent boxes

## Appendix A

### For Teachers and Parents

Dr. Judy Washington

In dealing with young children's problems, A. Auerbach has suggested these three words, and they do work...

|            |  |
|------------|--|
| ANTICIPATE | what your child is likely to do.                               |
| DIVERT     | her/him away from trouble before it happens.                   |
| SUBSTITUTE | other activity to occupy her/him and utilize her/his energies. |

Remember that in dealing with discipline, we have to consistently look at what we ask the child to do or not to do, and how we ask her/him to do it.

\*If we give her/him many "Musts," it is not likely we will get obedience when it really is necessary.

\*If we obtain obedience through fear, we are not helping to develop inner self-control. When the feared adult is not around, the child's behavior changes drastically. Remember substitute teacher?

\*If surrounding adults have contradictory views about discipline and criticize the child and parents, the child can become very confused by contradictory demands.



\*When you make a definite demand upon your child, be sure to stick to it firmly.

\*If somewhere in the process, you find that there is absolutely no alternate and you must punish your child for a valid reason, please remember the following:

- Deal only with this particular misbehavior. Let past misdeeds remain a part of the past. Do not rehash them!

- Do your punishing immediately. Postponement or permitting another person to do the punishing, creates many additional problems.

- Help your child to understand why she/he is being punished.

- Consider the particular child you are involved with when administering punishment. For some children, a look is enough to upset them; others respond to harsher treatment only.

- Remember that it is the way in which you do the punishing that really counts, not necessarily what the punishment is.

- Many different methods of punishment can achieve the desired effect, but when any of these are routine, they are bound to use their effectiveness.

-Remember that what work well with one child, may not work with others.

As you plan for your young children, remember ...

\*Children learn by their own efforts and experiences - not from our words and wishes. Give your child the opportunity to do the "real" thing whenever you can.

\*Children very often differ in temperament, even within the same family. Parents have to make adjustments to these differences among their children.

\*Young children live in the immediate present. They do not have the adult sense of past and future. Therefore, a young child's desires are more urgent than we may think.

\*Young children often use very big words and sound like adults in their conversation.1 Never assume that they fully understand what everything you say, means. Or, that because they sound like adults, they can also think as adults can. There are qualitative differences between the ways adults and children think.

\*Young children give themselves completely to tasks they are interested in. When you interrupt favorite activities, be prepared for some problems.

\*Children learn from models they observe in their environment. It's difficult to expect self-control from a child if she/he never sees this in the behavior of the adults she/he loves. This is one reason why spanking children for hitting others, is rarely effective.

\*Children often deal with feelings they are afraid of and do not know how to handle. Provide security for your child by setting realistic limits. When limits are fair, realistic and consistent, children will gradually incorporate their parents standard into their own standards. This leads to self-control.

Appendix B

Parent Volunteer Forms

Form B-1

Dear Parents:

The children and I \_\_\_\_\_ at \_\_\_\_\_  
school need your help in the classroom.

If you could give one, two or three or more hours a  
week or a month to help the children, it would be  
appreciated.

Please send back the bottom portion with your child, as  
soon as possible.

-----

I would enjoy assisting in:

- \_\_\_ Reading to Students
- \_\_\_ Clerical and related activities
- \_\_\_ Helping children with manipulative activities
- \_\_\_ Foreign language - Spanish
- \_\_\_ Making games

I can offer assistance in these interest areas:

- |                 |                      |
|-----------------|----------------------|
| ___ Cooking     | ___ Weaving          |
| ___ Music       | ___ Sewing           |
| ___ Science     | ___ Painting/Drawing |
| ___ Printing    | ___ Clay Modeling    |
| ___ Arts/Crafts |                      |

Please contact me at \_\_\_\_\_ telephone  
number\_\_\_\_\_

I could give a lecture, demonstration, or share my hobby,  
interest or vocation. Please indicate:\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_ TEACHER \_\_\_\_\_  
PHONE: \_\_\_\_\_ ROOM NO. \_\_\_\_\_

Form B-2

Dear Parents/Guardians:

We are very excited about the new school year and look forward to working with you to provide the very best possible program for your child.

We would like to have a "Room Parent" for each classroom. The room parent would assist with planning classroom parties, special events and work with the Sunshine Parent Support Group Board members.

We also need classroom volunteers to assist with field trips, prepare materials, to take things home to do/make and help with classroom activities.

If you would like to be a room parent or classroom volunteer, please send back the bottom portion with your child, as soon as possible. Check the following...

-----  
\_\_\_\_ I would enjoy being a room parent.

\_\_\_\_ I would enjoy being a classroom volunteer for fieldtrips

\_\_\_\_ I will volunteer for taking things home to do/make.

\_\_\_\_ I would like to volunteer in the classroom.

\_\_\_\_ I would enjoy assisting, but I am unable to do so at this time.

NAME \_\_\_\_\_

CLASSROOM \_\_\_\_\_

Form B-3

Dear Parents/Guardians,

The children and I in classroom 6 at Sunshine School would love to have your help in our classroom. If you could volunteer one, two or three or more hours a week or a month to help the children, it would be appreciated.

If you would like to volunteer, please send back the bottom portion with your child, as soon as possible. Check on off the following. . .

Thank you,  
Cheryl Vito,  
Teacher

-----  
\_\_\_\_I would enjoy assisting\_\_\_\_\_at\_\_\_\_\_

(day or days) (time)

\_\_\_\_I would enjoy assisting on field trips.

\_\_\_\_I would enjoy assisting, but I am unable to at this  
time.

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

## Appendix C

### Notes to Parents/Guardians

Form C-1

DAILY SUNSHINE

Room 5

Cheryl Vito

9/30/93

Dear Parents/Guardians,

Classroom 5 continues to grow. Along with a few new students we now have a new aide, Laurel. Laurel has been with RUSD as a substitute aide for many years and she is great! We also have a High School student worker, Bonnie. Bonnie will be volunteering in our classroom two days a week. We are lucky to have her!

We will be having Pet Therapy at Sunshine School the first Friday of every month. Their first visit was 9/13.

Volunteers from the Humane Society brought several dogs and cats to each classroom. Our students in room 5 just love these visits. I took some pictures of the students with the animals and the pictures will be on display at Back to School Night.

Adaptive Physical Education started 9/11. The students had the opportunity to ride tricycles and everyone did very well.



In Speech and Language the students have been enjoying the new computer programs Karen ordered over the summer. The favorite program seems to be "The Wheels On The Bus." Karen has updated the classroom computer with a voice box. Therefore, the students can sing the song with the computer. This will be on display at Back to School Night.

The school library has officially opened. The students in Room 5 will be going twice a week. On 9/27 was our first visit. The librarian, Sue, read the story "If You Give a Mouse A Cookie." After the story Sue had the students color a picture that had cookies on a plate. The students loved the story and the activity that followed.

Back to School Night is 10/02. I hope to see you there!

Sincerely,

Form C-2

DAILY SUNSHINE

Room 5

Cheryl Vito

Dear Parents/Guardians,

This year is off to a terrific start. I am happy to announce that all the students from last year are back plus a few new students. The students include ten boys and one girl.

The first full week of school went very well. The students had no trouble adjusting to the classroom routine. All the students are cooperative and eager to learn.

Already our students have been integrating with the HeadStart students. We have been integrating during center time, recess, and community walks. This year we are scheduled to integrate with the Headstart students three times a week. All the students are getting along very well.

The weather has been great which permits us to take a walk almost everyday.

In class some of the students have been practicing to hold their crayons with a pincher grasp and coloring within a yarn boundary. We will be working on many fine motor activities this year.

The Speech Therapist, Karen, will be working with your child three times a week. This includes twice a week in a small group and once a week individually.

One of the favorite times of the day for the students is story time. The boys and Janie get to sit on the bean bags and throw pillows and listen to stories. The children love being read too.

I hope by now you have had the chance to read the parent Guide and it was able to answer some of your questions. If you do have other questions please call or write. I am happy that many of the parents/guardians are finding the communication log helpful.

I like to thank the parents/guardians for turning in the forms that were sent home. Although I still need a few more that need to be turned in. Thank you for your support!

Sincerely,

## Appendix D

### Memos from Integration Meetings

#### Form D-1

TO: Donna

FROM: Cheryl Vito

DATE: 7-28-93

RE: Integration Meeting

Leslie, Nancy, Barbara, and I met 7-28-93 to brainstorm and discuss integration possibilities for the 1993-94 school year. The following are some ideas the group came up with:

- \*continue integration during group art, group music, recess, assemblies and fieldtrips

- \*integrate within the SH population ex. during circle time, lunch time, etc.

- \*mainstreaming/reverse mainstreaming ex. Three children from room 5 will go to room 3 and three children from room 3 will go to room 5.

- \*integrate during A.P.E., swimming and/or speech

- \*option time ex. All teachers will have the option to have part of their class or their whole class participate in a free choice centertime. The activities will include fine-motor and gross-motor activities.

- \*During a certain time of the day, all children that are no. 1 on the attendance sheet will go to room 1.

All children that are no. 2 on the attendance sheet will go to room 2, etc. While the children are in those classes, they will participate in centertime activities.

\*some of the teachers felt integration should be an optional choice as to which activities their class would participate

The next meeting is planned for the second week in September.

Form D-2

TO: Sunshine Staff

FROM: Cheryl Vito

DATE: 9-15-93

RE: Integration Meeting

Jean, Barbara, Renee and I met 9/14/93 to discuss the integration program for the 1993-94 school year.

It was decided as a group the following plans will be tried and implemented:

- integration during group art, group music, recess, assemblies and field trips

- integrate within the SH population ex. during circle time, lunch time, etc.

- mainstreaming/reverse mainstreaming ex. Three children from room 6 will go to room 3 and three children from room 3 will go to room 6.

- integrate during A.P.E., swimming and/or speech

- Optional Time

ex. All teachers will have the option to have part of their class or their whole class participate in a free choice centertime. The activities will include fine-motor and gross-motor activities. Centertime will be held in room 5 and on room 5's patio.

Time

A.M. 9:00 a.m. to 9:30 a.m.

P.M. 1:00 p.m. to 1:30 p.m.

Depending on the students' behavior and/or disability, the ratio between teacher and students will differ.

The next integration meeting has not been set at this time.

Form D-3

TO: Staff  
FROM: Cheryl Vito  
DATE: 10/13/93  
RE: Integration Meeting

Jean, Leslie F., Barbara, Norma, Leslie K., Renee, Nancy and I met 10/6/93 to discuss the following issues concerning integration: discipline, facilitating language, encouraging friendships, maximizing integration and tactile pools.

Discipline

During Option Time, it was agreed that all adults need to discipline the students in the same manner. The following step should be taken when disciplining a student:

1. positive approach
2. warning
3. choice
4. remove child from group

Example:

If a student is not acting appropriately, praise the nearby students who are acting appropriate. If this does not work, give the student a warning (You need to keep the rice



in the pool). If the student does not follow the directions, give the student a choice (You need to keep the rice in the pool or go to another center). If the student is still not cooperating, remove him/her from the group. The student will join the group when the staff member or student feels he or she could act appropriately.

#### Facilitating Language

Each staff member should be watching one or more centers. If the students are not talking to each other, the staff member should facilitate the communication.

#### Encouraging Friendships

If the students are not naturally forming friendships, the staff members need to encourage it.

## Maximizing Integration

Each teacher was asked to turn in their class schedule to me. I will make a copy of each schedule and distribute them to all the teachers. Once the teachers have everyone's schedule, teachers can work together to maximize their integration. Each teacher was also asked to turn in their integration schedule. If there are any concerns or questions, please ask me.

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